



Harambee School Improvement Plan/Title I Schoolwide Plan 2025-2026

Educational Partner Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation.

Team Member Name	Role
Narthan Meyer	Principal
Blair Wennedt	ATPPS Lead Teacher
Greta Thun	Title I Lead Teacher
Greta Thun	PLC Lead (if applicable)
Jessica Prenzlów-Morgan	Teacher – Classroom
	Teacher – Academic Interventionist
Sara Stimple	Special Education Representative
	Multilingual (ELD) Learning Representative

	Social Worker
	Student Support Staff (formerly Behavior Specialist/Interventionist)
	Cultural Liaison
	Paraprofessional
	Parent/Family member of students
	Community Member
	Assessment/Data Coordinator

2025-2026 District Areas of Focus/Evidence-Based Strategies

(Be sure to include at least 2 of these areas of focus within your SIP as appropriate)

- Literacy
- AVID
- PLCs
- Culture - Climate - Behavior
- Attendance
- Grading for Equity
- Social Emotional Learning
- TDE
- MLL Strategies (co-teaching, collaboration, translanguaging)

Comprehensive Needs Assessment

Identify the data sources used for each of the five different types of data:

[25-26 SIP Data Landing Page](#)

[Examples of Five Categories of Data](#)

Demographic Data/	Perception Data	Student Academic Data	Program, Process, Policy	Fidelity Data
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Nonacademic Data			Data	

Data Analysis Narrative Reflection

Write a summary of your data analysis for each category below.

<p>Math: We met our math goal this year! This year was the first year in the last three that we have met this goal. Our goal was focused on student growth, and our students showed a lot of growth. Next year we will shift from looking at student growth in FAST math assessments to student proficiency. This decision was made because there were classrooms who met their growth goal and saw a decrease in proficiency.</p> <p>Literacy: We were incredibly close to meeting our literacy goal (less than a percentage point away). This is the closest that we have come in the last three years to meeting our goal. We will continue to push forward in helping all of our students achieve success in literacy. Next year we will shift from looking at student growth in FAST math assessments to student proficiency. This decision was made because there were classrooms who met their growth goal and saw a decrease in proficiency.</p> <p>Culture - Climate - Behavior: Our culture, climate, and behavior goal was focused on relational capacity among staff. Our metric for measuring this goal was the AVID CCI rubric. When it was announced that AVID would not be moving down past 5th grade, it deflated the motivation for this goal among staff. We still continued to implement our action steps, but we did not meet this goal.</p>

What successes were identified?

1. Met our math goal!
2. Within one percent of meeting our literacy goal!
3. Many systems ran smoother which allowed more time for teachers to teach.
4. CTs were held consistently all year and either PLC lead or administration was present at almost all CT meetings.
5. The building schedule allowed for interventions to happen with less pull out during instructional time.

What Area(s) of Greatest Need were identified?

1. Tier 1 instruction - even though we made great progress on goals, they were focused on student growth and not all students are making progress towards proficiency.
2. We need to continue to think about our students at the top. They are not showing the growth that they should (all students should at least show typical growth), and some are moving in the wrong direction.
3. Attendance, especially during 4th quarter, was tough this year. We need to make attendance a higher priority.
4. While our building systems are stronger. There is still room for growth.

School Improvement Strategy #1

Name Area of Greatest Need : Literacy

What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

What is the Root Cause(s) of the need?*A root cause is an early controllable factor in a chain of factors which impact student learning.*

It was determined that there were two root causes, one was the lack of vertical alignment between grades. This will continue to resolve itself as we become more comfortable with the new literacy curriculum, and as we make vertical alignment a priority in our work this year. The second, and more pressing cause, is the lack of guaranteed and viable Tier 1 instruction in all classrooms.

Evidence-based Strategy selected to address the root cause(s):

- science of reading
- PLCs
- Data driven decision making based on MTSS

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound.

The number of students who score in the low risk or exceeds category on earlyReading or aReading will increase from 45% in spring of 2025 to 50.5% in spring of 2026.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
Our graduates are prepared to achieve their goals and aspirations. <ul style="list-style-type: none">☑ Ensure students are college- and career-ready☑ Deliver a challenging, joyful, and safe learning environment☑ Deliver innovative, effective practices and systems Our learners contribute to an equitable, caring society. <ul style="list-style-type: none">☑ Cultivate student engagement and joy in learning	<ul style="list-style-type: none">☐ Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. <ul style="list-style-type: none">☐ Partner with families and the community to support student success☑ Build a culture of belonging☐ We are financially secure.

☒ Support learner resiliency (student social and emotional learning and mental health) ☐ Amplify student leadership and voice in decision-making ☐ Prepare learners to be racially and socially responsive We are a culturally responsive, inclusive, anti-racist district. ☒ Ensure educator commitment to anti-racist practices ☐ Hire and retain a diverse workforce ☐ Develop equitable leaders ☐ Develop a culturally responsive evaluation system	☐ Cultivate and maintain community trust ☐ Secure and allocate financial resources to support the district's mission and vision
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Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Continue and improve equity based practices	all staff, admin	Research and practices that support culturally and linguistically responsive teaching, time for building PD	Aug. 2025	July 2026	All staff will participate in direct instruction around culturally and linguistically responsive teaching. Staff will be observed implementing their learning during observations.
Continued use of PLC that include data cycles that examine curricular and instructional needs	CTs, PLC lead, administration	common CT time, data coaching resources , data spreadsheets and reflections	August 2025	July 2026	All teachers will be able to name the standards being taught, the students who have met and not met the standards, reflections on why certain students were successful and others were not, and the steps that will provide enrichment or reteaching to students
Support for teachers in curriculum implementation	OEE (district PD days focused on literacy), leads, admin	PD time, CT time, curriculum specific training resources,	August 2025	July 2026	Teachers will successfully implement literacy curriculum (Heggerty, Foundations, Wit + Wisdom). This will be demonstrated by students successful working through the curriculum as shown on CFA and other assessment results.

Identify key skills that make up a guaranteed and viable Tier 1 instruction and curriculum based on knowledge of Science of Reading and State Standards	classroom teachers, interventionist, leads, admin	time, Harambee SEMI-SLT, MTSS resources, tier 1 resources	August 2025	July 2026	Teachers will have a firm grasp on what a guaranteed and viable Tier 1 curriculum is. This will be demonstrated through their use of quality tier 1 instruction as seen in classroom observations and the success of students on CFAs and other assessments.
Begin to work on vertical alignment between grade levels	CTs, leads, admin	time, structure for sharing and aligning standards/CFAs between grade levels	August 2025	July 2026	Quarterly check-ins on vertical alignment of specific skills will take place during PLC/CT time.

Annual Evaluation for Strategy #1

<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. FAST assessments, classroom observations, and CT notes will be used to determine the fidelity of the strategy #1 and its action steps.
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal During CTs each week CFA data will be analyzed to determine student and class progress toward meeting the building SMART goal.

School Improvement Strategy #2

Name Area of Greatest Need: Math

What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

What is the Root Cause(s) of the need? *A root cause is an early controllable factor in a chain of factors which impact student learning.*

Similar to our root cause with literacy, the lack of guaranteed and viable Tier 1 instruction in all classrooms is the root cause of our need in math.

Evidence-based Strategy selected to address the root cause(s):

- PLC
- Data driven decision making based on MTSS

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound.

The number of students who score in the low risk or exceeds category on earlyMath or aMath will increase from 55% in spring of 2025 to 59.5% in spring of 2026.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
<p>Our graduates are prepared to achieve their goals and aspirations.</p> <ul style="list-style-type: none">☒ Ensure students are college and career ready☒ Deliver a challenging, joyful, and safe learning environment☒ Deliver innovative, effective practices and systems <p>Our learners contribute to an equitable, caring society.</p> <ul style="list-style-type: none">☒ Cultivate student engagement and joy in learning☒ Support learner resiliency (student social and emotional learning and mental health)☐ Amplify student leadership and voice in decision-making☐ Prepare learners to be racially and socially responsive <p>We are a culturally responsive, inclusive, anti-racist district.</p>	<ul style="list-style-type: none">☒ Build a culture of belonging where all feel welcome, included, and safe <p>The community is united behind meeting student needs.</p> <ul style="list-style-type: none">☐ Partner with families and the community to support student success☒ Build a culture of belonging☐ We are financially secure.☐ Cultivate and maintain community trust☐ Secure and allocate financial resources to support the district's mission and vision

☒ Ensure educator commitment to anti-racist practices ☐ Hire and retain a diverse workforce ☐ Develop equitable leaders ☐ Develop a culturally responsive evaluation system	
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Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Continue and improve equity based practices	all staff, admin	Research and practices that support culturally and linguistically responsive teaching, time for building PD	Aug. 2025	July 2026	All staff will participate in direct instruction around culturally and linguistically responsive teaching. Staff will be observed implementing their learning during observations.
Continued use of PLC that include data cycles that examine curricular and instructional needs	CTs, PLC lead, administration	common CT time, data coaching resources , data spreadsheets and reflections	August 2025	July 2026	All teachers will be able to name the standards being taught, the students who have met and not met the standards, reflections on why certain students were successful and others were not, and the steps that will provide enrichment or reteaching to students
Support for teachers in curriculum implementation	OEE (district PD days focused on literacy), leads, admin	PD time, CT time, curriculum specific training resources,	August 2025	July 2026	Teachers will successfully implement literacy curriculum. This will be demonstrated by students successful working through the curriculum as shown on CFA and other assessment results.
Identify key skills that make up a guaranteed and viable Tier 1 instruction and curriculum based on knowledge of State Standards	classroom teachers, interventionist, leads, admin	time, Harambee SEMI-SLT, MTSS resources, tier 1 resources	August 2025	July 2026	Teachers will have a firm grasp on what a guaranteed and viable Tier 1 curriculum is. This will be demonstrated through their use of quality tier 1 instruction as seen in classroom observations and the success of students on CFAs and other assessments.
Begin to work on vertical alignment between grade levels	CTs, leads, admin	time, structure for sharing and aligning	August 2025	July 2026	Quarterly check-ins on vertical alignment of specific skills will take place during PLC/CT time.

		standards/CFAs between grade levels			
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Annual Evaluation for Strategy #2

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**

FAST assessments, classroom observations, and CT notes will be used to determine the fidelity of the strategy #1 and its action steps.

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**

During CTs each week CFA data will be analyzed to determine student and class progress toward meeting the building SMART goal.

School Improvement Strategy #3

Name Area of Greatest Need : Develop an equitable and caring climate that results in a decrease in the race based predictability of discipline referrals

What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

What is the Root Cause(s) of the need? Systemic racism in schools. We have also identified that there is a need for a systemic and structured plan for tier 1, tier2, and tier 3 resources in both SEL support and behavior interventions.
A root cause is an early controllable factor in a chain of factors which impact student learning.

Evidence-based Strategy selected to address the root cause(s):

- Restorative Practices
- House System (PBIS)
- Culturally Responsive Teaching and Leadership
- AVID strategies
- SEL/Community/Climate committee/work team to identify and implement research based strategies

SMART Goal — State a goal that is specific, measurable, attainable, result oriented and time-bound

By the end of the 2025-2026 school year, we will reduce the disproportionality of discipline referrals for black or African American students from 1.86 in July of 2025 to 1.645 in July 2026.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
Our graduates are prepared to achieve their goals and aspirations. Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment	Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs.

<p>Deliver innovative, effective practices and systems</p> <p>Our learners contribute to an equitable, caring society.</p> <p>Cultivate student engagement and joy in learning</p> <p>Support learner resiliency (student social and emotional learning and mental health)</p> <p>Amplify student leadership and voice in decision-making</p> <p>Prepare learners to be racially and socially responsive</p> <p>We are a culturally responsive, inclusive, anti-racist district.</p> <p>Ensure educator commitment to anti-racist practices</p> <p>Hire and retain a diverse workforce</p> <p>Develop equitable leaders</p> <p>Develop a culturally responsive evaluation system</p>	<p>Partner with families and the community to support student success</p> <p>Build a culture of belonging</p> <p>We are financially secure.</p> <p>Cultivate and maintain community trust</p> <p>Secure and allocate financial resources to support the district's mission and vision</p>
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Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Maintain SST (Student Support Team) referral system consults	SST, admin	time, SST referral form	Aug. 2025	July 2026	All staff will participate in training about SST consults and will demonstrate that they know how to use the system. SST consults will be used throughout the year as appropriate.
Establish and install Tier 1 instruction and resources for SEL , community building, and proactive behavior expectations	Research Action Team, Student Support Team, all staff, admin	Tier 1 SEL resources, time,	Aug. 2025	July 2026	The research action team/SEL committee will work to create curriculum and resources to support the teaching of proactive SEL lessons resulting in the reduction of behavior referrals.
Engage families in our school community	Family Engagement Committee, staff, admin	time to plan for work with families, multiple ways to engage and capture feedback from families	Aug. 2025	July 2026	Various staff will meet with families to gather feedback about Harambee. Staff will report this feedback to a central point that will aggregate data and share it out with all staff.
Continue and improve equity based practices	all staff, admin	Research and practices that support culturally and linguistically responsive teaching, time for building PD	Aug. 2025	July 2026	All staff will participate in direct instruction around culturally and linguistically responsive teaching. Staff will be observed implementing their learning during observations.

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:
<ul style="list-style-type: none">• Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <p>Observations will be the primary measure to gauge the fidelity of the implementation of strategy number 3. In addition the Student Support Team will meet regularly to review the data around ODRs and disproportionality. The SST will report this data to the entire staff.</p>
<ul style="list-style-type: none">• Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <p>The Student Support Team will meet regularly to review the data around ODRs and disproportionality. The SST will report this data to the entire staff.</p>

How will the identified strategies and staff actions specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students not meeting standards? [Limit response to 100 words or 600 characters.]

The strategies identified, and primarily the use of evidenced based practices like PLCs and Culturally and Historically Responsive Education, will allow us first understand what students know and don't know in relation to what they need to know, and then provide a framework for responding to individual student needs. This will allow us to challenge each student at a level appropriate for them.

As a schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]

Title I funds will allow us to focus on changing and adapting systems that are creating inequities in our building. We will be able to work directly with teachers to support them in working with students.

Budget

How is the school using Title I funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, only state the positions (names are not necessary)	Title I, Part A proposed budget amount (For staff positions, only state the FTE)	Other funding source(s) proposed FTE or budget amount
1, 2	PLC Coordinator - plan for, support, and implement all building PLCs and CTs	0.8 FTE	0.2 FTE - comp. ed.
1, 2	Instructional Coach - support teachers in implementing learning from PD that supports SIP strategies and goals	0.15 FTE	0.55 FTE - comp. ed. 0.3 FTE - district (ATTPS)

Communication Plan

Complete the chart below to list how this plan and the Parent and Family Engagement (PFE) Plan will be communicated to key stakeholders (staff, families of students, and community members) in a format and language that families can understand?

Date of Communication	What is the message	Who is the audience	How will SWP and PFE plan be communicated
August 25 & 28	SIP Overview	staff	Staff Meetings
August 27	Basic information about school goals	families	Back-to-School Open House
Wednesdays in September	Deeper dive into SIP strategies and how we will work together to meet our goals	staff	Staff meetings on Wednesday mornings

October 2 & 3	<ul style="list-style-type: none"> Relationship building with and information gathering from families Share SIP goals with families 	families	Fall Conferences
December or January	Mid-year data review (will be completed after winter FAST testing is done)	staff	Staff meeting
April 15 & 16	Information about how a student is performing and their progress towards meeting our goals	families	Spring conferences
July	End of year data review (will be completed after EOY FAST testing is completed)	staff	Staff Meeting

[School Improvement Action Plan and Reflection Form](#)

School Professional Development Calendar - *See 2025-2026 district PD calendar link below for district dates.*

PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year. Including half day PD dates, a monthly staff meeting, release days using subs (if they relate to your SIP), etc.

[Click here to find Harambee's building PD plan for the year.](#)

Date	Time	Activity	Persons Responsible
Monday, August 25	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	

Tuesday, August 26	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
TBD September	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
TBD September (optional)	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
TBD September (optional)	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
Wednesday, October 15	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
TBD October	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
TBD November	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
Monday, November 3	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
TBD December	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
Monday, February 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD January	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
TBD February	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	

Friday, March 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD March	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
TBD April	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
Friday, April 17	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD May	TBD	Staff Meeting: Click here to find Harambee's building PD plan for the year.	
Friday, May 8	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Friday, May 22	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site

RAIDER SUPPORT - PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year for Raider Support.

Date	Time	Activity	Persons Responsible
Tuesday, August 26	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Friday, January 30	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	Principals

2025-2026 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Associate Supt. SIP Review
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Deadline	Activity	Positions Responsible	Notes
August 17	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> • 25-26 SIP • SIP One Pager • SIP Action Plan 	Principal	
August 19	Review Site Improvement Plans & give principals feedback	Associate Superintendent	
August 21	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP One Pager with staff	Principal	
Mid-September	ATPPS Site goal (aligned to building SIP goal) due to ATPPS Coordinator	Principal	
September/October	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Associate Superintendent 1:1 (6 week check in)	
December/February	SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
March	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Associate Superintendent 1:1 (6 week check in)	
April/May	SIP review by building leadership team -	School Leadership Team	

	report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.		
Early June	CNA data identified/collected for planning 2026-2027 SIP	Principal and School Leadership Team	

SIP Resources:

[25-26 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[25-26 PD Calendar](#)

[SIP Research Landing Page](#)

[2025-2026 SIP One Pager](#)